Page Last Modified: 11/10/2021

Background Information

STOCKBRIDGE VALLEY CSD - 251501040000

Page Last Modified: 11/10/2021

Summary and Background Information

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available $122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly $9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund.

The federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

- Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.
- Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

- **Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups). Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.
- Tier 2 - Moderate Evidence: Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence

standards with reservations. The studies use large, multi-site samples. No other studies show that this strategy negatively impacts an outcome.

- **Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies that can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet the sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.
- **Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

Project Number

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by

Page Last Modified: 11/10/2021

emailing CARESAct@nysed.gov prior to **November 5, 2021**.

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER State Reserve allocation returned to the United States Department of Education.

Page Last Modified: 11/10/2021

Submission Instructions

STOCKBRIDGE VALLEY CSD - 251501040000

Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

- LEAs *ARE NOT RE*QUIRED to send hard copies of general application materials to the Department.

- LEAs *ARE RE*QUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs - Rm 320 EB
RE: ARP-ESSER Application – State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Deadline for Submitting the Application:

- The ARP-ESSER Application – State Reserves is due by November 30, 2021.

Page Last Modified: 12/14/2021

ARP-ESSER State Reserve: Assurances

1. **The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.**

☑ YES, the LEA provides the above assurance.

2. **The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:**

1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
2. LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
3. **LEA uses of funds to sustain and support access to early childhood education programs;**
4. **impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
5. **student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
6. **requirements under the Federal Financial Accountability Transparency Act (FFATA); and**
7. **additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.**

☑ YES, the LEA provides the above assurance.

3. **The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).**

☑ YES, the LEA provides the above assurance.

4. **The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.**

☑ YES, the LEA provides the above assurance.

Page Last Modified: 12/14/2021

5. **The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.**

☑ YES, the LEA provides the above assurance.

6. **The LEA assures that the LEA will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).**

☑ YES, the LEA provides the above assurance.

7. **The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.**

☑ YES, the LEA provides the above assurance.

8. **The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.**

☑ YES, the LEA provides the above assurance.

9. **The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.**

☑ YES, the LEA provides the above assurance.

10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513,“Federal Leadership on Reducing Text Messaging While Driving,” October 1,2009.

☑ YES, the LEA provides the above assurance.

11. **The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.**

☑ YES, the LEA provides the above assurance.

Page Last Modified: 12/14/2021

12. **The LEA assures that:**

1. **the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;**
2. **control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;**
3. **the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;**
4. **the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and**
5. **the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.**

☑ YES, the LEA provides the above assurance.

13. **The LEA assures that:**

1. **any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;**
2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
3. **the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and**
4. **none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.**

☑ YES, the LEA provides the above assurance.

14. **The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.**

☑ YES, the LEA provides the above assurance.

Page Last Modified: 12/14/2021

15. **The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

☑ YES, the LEA provides the above assurance.

16. **The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.**

☑ YES, the LEA provides the above assurance.

Page Last Modified: 12/14/2021

ARP-ESSER State Reserves: Intent to Apply

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 2021**.

1. Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

2. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

3. Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

4. Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.

	Name	Email Address	Date of Final Review/Approval
LEA Business Official	Beth Lamb	blamb@stockbridgevalley.org	12/14/2021
LEA Board President	Doug Reed	dreed@stockbridgevalley.org	12/14/2021

Page Last Modified: 12/17/2021

ARP-ESSER State Reserve: Consultation

Page Last Modified: 12/17/2021

1. **An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students.**

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.

Stockbridge Valley C. S. has engaged various stakeholders in discussions to receive feedback and plan for the use of ARP funds starting in May of 2021 as information from NYSED started to become available to LEA's. Initially, in May of 2021, at a regular scheduled BOE meeting, the district Interim Superintendent and Business Official engaged the Board of Education, where several community members were present, in providing information about the ARP Fund Allocations and seeking input regarding uses of the funds. Following this initial input, the district Interim Superintendent, Business Official (also Homeless Liaison), Elementary Principal (also CSE Chairperson), and High School Principal engaged in conversations regarding uses of ARP funds and then asked for feedback from instructional staff at respective faculty meetings seeking input regarding student and staff needs to support on-going, in-person learning opportunities. District proposed uses of ARP Funds continued at the June BOE meeting seeking further feedback from parents and community members as the Interim Superintendent and Business Official facilitated additional discussions. During this same time, the district was engaged in the hiring of a new Superintendent and conducting a search that involved several focus groups including: Administrative, Instructional Staff with Union Leaders, Nurse, School Counselor, Support Staff including Bus Drivers, Maintenance Staff, Food Service Workers, Clerical Assistants, and Parent/Community groups where questions, feedback, and dialogue regarding school funding and uses of available ARP funds were also a part of these focus groups.

On July 13, 2021, the Interim Superintendent and Business Official consulted via a phone conference with representatives of the Oneida Indian Nation seeking input regarding needs of Native American students to return to a full in-person educational program and learning opportunities. Continued stakeholder input occurred as the district transitioned the Superintendent position in early August, and the new Superintendent scheduled a Joint Leadership Team involving Administrator's, Union Representatives, the School Nurse, Head Bus Driver, Food Service Manager, School Counselor, Athletic Director, and Maintenance Staff in discussions to fully re-open school and provide for educational programs to meet student needs and address the impacts of lost instructional time for students. The Teacher's Association President, Pre-K Teachers, a newly hired teacher, and parents were also present at two meetings of the BOE in August as the district shared updates with BOE members regarding the district plan, and additional opportunities were afforded to provide input. The district's proposed ARP Plan focusing on the 90% ARP -ESSER Allocation was initially posted on the district website following the June public meeting, and revised and updated following the July and August input from various stakeholders and again posted at the end of August as the district submitted it's application for the first round (90%) of ARP funding.

Since the end of August 2021, the district has continued to meet once a month with the identified Joint Leadership Team as compiled by the new Superintendent, allowing for feedback and input on the impact of lost instructional time, student needs, and the opportunity to continue discussions now focused on the ARP State Reserve Allocations. As guidance was made available regarding the ARP State

Reserve funding, the district designed a Student Learning Loss Survey and made it available to all staff to complete, as well as, posted it on the district website for parents, students, and/or community members to provide input regarding perceptions of Learning Loss, in the first week of November. Survey results heavily favored math, literacy, social/emotional, and college/career readiness as the top priorities of the impacts of lost instructional time for students. District State Assessment results also coincided with the survey results supporting math and literacy needs as impacts of lost instructional time with students. Additionally, early in November, the district met virtually with the YMCA of the Greater Tri-Valley to discuss possible programming for after-school and extended summer learning for students with the potential use of ARP- State Reserves allocations.

Most recently (November 2021), the district conducted a survey of students to help identify social/emotional needs among students and develop interventions that would address concerns expressed. Dealing with stress, anxiety, self-esteem, and social skills were among the items that students identified as the top concerns. Given that 52% of the district's student population are eligible for free/reduced breakfast and lunches, and experience economic hardship in some means, most likely contributes to the concerns expressed due to a lack of social connections living in a rural area, and resources for cultural exposure. Additionally, approximately 18% of students are identified as students with disabilities, and 2% as ELL learners further contributing to the need to provide additional supports for these students such as summer learning and enrichment, and after-school activities where they can receive academic help, and engage in activities that will provide opportunities for direct connections with peers and teachers for social growth and development. The district's plan for the use of ARP State Reserve funds is intended to help address these identified needs.

2. **In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds is/will be publicly posted.**

For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.

https://www.stockbridgevalley.org/cms/lib/NY01913983/Centricity/Domain/4/ASBO%20Stimulus%20Plan%20Template%20ARP%20State%20Reserves.12.16.21.pdf

The Stockbridge Valley C. S. American Rescue Plan- State Reserves (summary) is posted on the district's website at the link above. Parents, community members, or anyone who requests information regarding the district's ARP- State Reserves Plan would be directed to the website to review information. If those requesting information did not have access to the districts' website, a printed copy of the ARP- State Reserves Plan may be mailed or available at the district for the interested party to review or pick-up.

Page Last Modified: 12/17/2021

3. **In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.**

As a small rural school district, Stockbridge Valley staff and principals are very familiar and know many parents and families within the district. As part of the district's in-person re-opening plan for the 2021-2022 school year, the district identified that it planned to operate and provide full educational opportunities "as normal as possible." This plan included conducting an in-person "Open House" for staff to meet and engage with parents regarding classroom instruction, and conduct in-person parent conferences at the end of the first ten weeks of instruction to review student academic progress and discuss additional student needs. Additionally, the district will continue to assess student achievement by implementing the AIMS Web Progress Monitoring early and mid-year, and provide written communication to parents regarding student academic achievement, as well as progress reports at five week intervals, and report cards at ten week intervals. Further, a Student Study Team will also be re-activated at the elementary level once per month to allow classroom teachers, to share and refer observations and knowledge of student performance and social needs, where Counselors, Teachers, & the Principal can review concerns and help identify interventions and strategies to support students and communicate with parents. Parents of students identified by Teachers, Counselors, and/or Principals needing outside mental health supports will be addressed by Counselors and the district's Special Patrol Officer (SPO) contacting and meeting with the parent, and then making referrals to outside agencies as appropriate. Also, parents of students with disabilities will be encouraged to attend any CSE meeting relating to their child in-person, but will also be accommodated virtually if requested.

Engagement with parents and families will also be encouraged by inviting parents to attend and participate in school events and activities in-person. Implementing the district's re-opening plan, parents will be encouraged to follow district health guidelines and participate in-person in events such as; Student Concerts, Athletic events, scheduled Family events in the evenings and at the culmination of the summer learning enrichment program for a family picnic and the annual Title I parent meeting. Families will also be encouraged to participate and attend Board of Education meetings where students may be scheduled to make presentations and share learning opportunities such as; Student Council Spirit Week Plans, FFA members participation in the National FFA Convention trip, and student involvement in an after-school Yoga Club, that provide for social development, engagement of students, and growth. Parent and family engagement will further be provided through the district's School Messenger system to support notices to parents regarding district events, as well as, notices involving building safety and health responses that may need to be implemented by the district.

Page Last Modified: 12/17/2021

ARP-ESSER State Reserve: Comprehensive Needs Assessment

1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

In planning for ARP- State Reserve funds, the district conducted a survey in early November of all students to help identify social/emotional and mental health needs among students and develop interventions that would address concerns expressed. Dealing with stress, anxiety, self-esteem, social skills, and decision-making were among the highest concerns that students identified on the survey that they struggled with. Further, fifty-two percent of the district's student population experience some means of economic hardship as they qualify for free/reduced breakfast and lunch programs (note- the district currently provides free breakfast & lunch programs to all students). Given the high percentage of students that experience economic challenges, along with living in a rural, remote area, many Stockbridge Valley students have limited access to social opportunities and/or resources for cultural exposure, which contributes to the identified concerns expressed in the recent student survey. Additionally, approximately 18% of students are identified as students with disabilities, and 2% as ELL learners, which may further contribute to concerns of anxiety, self-esteem, or having the necessary social skills to feel included. For these students, the disproportionate impact of the Covid-19 pandemic and isolation from peers or direct connections with teachers provided additional struggles.

Additionally, in early November the district conducted a survey of faculty, staff, administration, parents, students, and community members through the district website relative to Student Learning Loss. The priorities of Learning Loss identified in this survey focused on math skills, social/emotional and mental health needs, and literacy skills. Suggested interventions to support and address these needs centered around after-school support, academic intervention services, and 21st century learning.

Through the surveys conducted, the district has planned the use of ARP-State Reserve allocations to provide additional supports for economically disadvantaged learners, students with disabilities, ELL students, students experiencing homelessness, and all students with additional instructional teacher supports, psychological and counseling supports, and tutors during the school year, after-school, and through extended summer learning programs. These programs will provide opportunities for diverse learners to engage with peers, make connections, participate in programs that will offer enrichment and cultural experiences and support student needs for social/emotional growth and development.

Page Last Modified: 12/17/2021

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

1. **The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for addressing the impacts of lost instructional time will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.**

As Stockbridge Valley C. S. reviewed feedback and input from the survey conducted by faculty, staff, administration, parents, students, and community members on Student Learning Loss, and the survey of students regarding current social/emotional struggles, the district recognized the need to use ARP-State Reserve funds that would support "Positive Behavioral Interventions," supports that would increase school connectedness while engaging parents, practices that would "Accelerate Learning for Students with Disabilities," and efforts to engage and develop community partners with after-school and extended summer learning opportunities and experiences.
Given the identified impacts of lost instructional time,the district has developed the use of ARP-State Reserve funds to provide direct instructional services; to meet academic needs in math and specifically learning needs for students with disabilities, to address social/emotional needs of students by providing additional speech, psychological/counseling and nursing services, and supporting staff with continuous instruction by hiring an additional instructional teaching assistant to support classrooms and fill in for absent teachers.
Using the state reserve funds to add staffing and address the specific impacts of lost instructional time supports instruction further identified by district 3-8 assessments in math and literacy, and aligns with other uses of planned ARP-ESSER funds identified for professional development in Next Generation Standards, and Orton-Gillingham literacy training, and reviewing assessment data.
Planning the use of ARP- State Reserve funds to address student social/emotional needs through additional supports of a psychologist/counselor also aligns with funds planned as part of ARP-ESSER funds planned to secure and implement a social/emotional character education program designed and appropriate for student developmental levels.
Further planned use of the ARP- State Reserve funds to add a special education teacher to provide direct instructional services will support addressing the impacts of lost instructional time for students with disabilities, by allowing the district to return students from out of district placements, reduce time spent for these students on transportation, and increase time allowed for additional differentiated academic and social/emotional supports. The ARP-State Reserve funds used for this purpose also aligns with ARP-ESSER funds in purchasing Smart board technology designed to increase student engagement in the learning process and provide learning opportunities that will meet and address diverse student learners.

2. **In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.**

Page Last Modified: 12/17/2021

Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	426,456	☐ Primary ☑ Elementary ☑ Middle School ☐ High School	☑ All Students ☑ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The district will provide tailored/individualized direct instruction to meet academic needs of students with disabilities and all students identified on math assessments as needing support. Specifically, the district has planned to hire three staff: a Math A.I.S. Teacher, a Special Education Teacher, and a Teaching Assistant to support student needs.
Integrated Social Emotional Learning	278,563	☑ Primary ☑ Elementary ☑ Middle School ☑ High School	☑ All Students ☑ Students with Disabilities ☑ English Learners ☑ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The district plans to address the impact of lost instructional time and social/emotional needs of students by implementing direct instructional and support services that will meet student social/emotional, and mental health needs. Specifically, the district plans to add staff including: a full-time Psychologist/Counselor, additional .4 Speech Teacher, and additional .2 services of a Nurse to provide services and meet student social/emotional needs.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Stockbridge Valley C. S. will monitor and evaluate the effectiveness of the additional academic supports and strategies by assessing student academic progress at the elementary level through the AIMS web progress monitoring program. Student academic achievement will also be monitored and observed by teachers as students demonstrate their daily work on a daily basis through regular classroom instruction. Likewise, student social/emotional and mental health effectiveness will be measured through on-going student surveys and assessments three times during the school year, as well as, monitored by behavioral referrals, and teacher, counselor, and principal observations and/or meetings with students to identify social growth and development.

As the district implements its planned use of ARP-State Reserve funds and monitors academic progress, along with social/emotional development of students, changes in programs, interventions or strategies being implemented may need to occur over the next two year. Any changes in funds for specific identified programs, interventions, or strategies, will be reviewed by administration, and shared with stakeholders through the Joint Leadership Team including Principals, Counselor, Nurse, IT Director, Athletic Director, Head Bus Driver, Maintenance Crew Leader, and Food Service Director. Changes would also be shared with the Board of Education at a regular publicly scheduled meeting and posted on the district's website identifying the Plan as updated or revised.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4.

Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

	Amount
LEA Allocation	705019
Anticipated Number of Students Served	430
Anticipated Number of Schools Served	

Page Last Modified: 12/17/2021

	Amount
	1

5. **Please upload a completed copy of the *FS-10* budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**
The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.

FS10.ARP.5.State.Reserves.12.16.21.pdf

6. **Please upload a completed copy of the** Budget Narrative **for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.**

ARP-State.Reserves.5.Allocation.Narrative.12.16.21.pdf

Page Last Modified: 12/17/2021

1% State-Level Reserve - Comprehensive After School: Program Design

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

1. The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

Stockbridge Valley Central School's use of the ARP-State Reserves- After School 1% funds will be planned to support the impact of lost instructional time by providing resources available for Tutors at academically and developmentally appropriate instructional levels of kindergarten through grade three, fourth through sixth grade, high school level, and specifically supported with a special education tutor to meet needs of students with disabilities. The need for implementing direct instructional after-school tutors was identified by the districts three through eighth grade assessment results and progress monitoring through the AIMS web program. The instructional approach and intervention programs will utilize strategies from the "After-School Alliance" and/or "Tailored Acceleration" approaches to support students math and literacy academic needs.

Additional ARP-State Reserve- After School 1% funds will be used to purchase and contract with a community partner, the YMCA of the Greater Tri-Valley, to implement an after-school program that will also address impacts of lost instructional time through structured programming for academics, and addressing social/emotional needs of students using Positive Behavioral Interventions and Supports, as well as programming offered through the After School Alliance. Using ARP-State Reserves- After School 1% resources to contract with the YMCA of the Greater Tri-Valley will allow the district to support and address needs of economically disadvantaged students, students with disabilities, homeless students, ELL students, and all students to participate not only in academic support, but provide programs to support social/emotional needs through field trips, presentations, and cultural experiences that students otherwise may not be afforded. Such after-school programs and interventions will provide opportunities for students to be engaged with peers, feel included, and support social growth and development.

The district's planned use of ARP-State Reserve- After School 1% funds will coordinate and align with ARP-ESSER proposed funds for bringing back after-school programs for high school students to participate in drama, theater, music, math, science, STEM, and CTE programs in a positive structured environment where students can make connections with peers and adults. Additionally, the proposed ARP-State Reserve- After School 1% funds will align with the district's Title IV use of funds focused on social/emotional learning and relationship building skills through the implementation of professional staff development related to "Capturing Kids Hearts."

2. In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted

student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
High Dosage Tutoring Programs	29,008	☐ Primary ☑ Elementary ☑ Middle School ☑ High School	☑ All Students ☑ Students with Disabilities ☑ English Learners ☑ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Stockbridge Valley C. S. will make resources available for after-school staff salaries and benefits for Tutors, including a Tutor to address needs of students with disabilities one to two days per week for 34 weeks during the school year over the next two years.
Community Schools Model Programming	112,000	☑ Primary ☑ Elementary ☑ Middle School ☑ High School	☑ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	The district plans to use funds to contract with the YMCA of the Greater Tri-Valley to provide and after-school program that will provide academic supports for students as well as programming to address social and cultural needs of students.

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

The district plans to monitor and evaluate the effectiveness of ARP-State Reserve- After School1% funds used for Tutors by reviewing student achievement levels at five week interim progress levels, as well as at ten week marking periods. Students participating in after-school tutoring help will also be evaluated relative to increased academic achievement as observed by instructional classroom teachers, and students who may need continued accelerated supports to meet developmental academic needs. The district will further monitor the effectiveness of the after-school YMCA program by evaluating the number of students participating and engaging in learning opportunities offered by the program, parent feedback about program activities, and on-going in-person monthly meetings and reviews with program Directors and District Administration. Through regular monthly meetings, the district and YMCA Program Coordinators may identify changes that may need to occur in program learning opportunities and these changes would then be communicated through district regular communication means, such as on the district website, classroom teacher notices home at elementary levels, and/or the district's school messenger system.

1% State-Level Reserve - Comprehensive After School: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4.

Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	141008
Anticipated Number of Students Served	100
Anticipated Number of Schools Served	1

Page Last Modified: 12/17/2021

5. **Please upload a completed and signed copy of the *FS-10* ***Budget*** **for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

The fund code for the1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

FS10.ARP.1.State.Reserves.AfterSchool.12.16.21.pdf

6. **Please upload a completed copy of the** Budget Narrative **for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.**

ARP-State.Reserves.1.Afterschool.Narrative.12.16.21.pdf

Page Last Modified: 12/17/2021

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

1. The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

District use of ARP- State Reserves- Summer Learning 1% funds will support academic and enrichment learning opportunities for students in grades Kindergarten through sixth grade, seventh and eighth grade, and music to address the impact of learning loss and lost instructional time, and support student needs for a more individualized or small group learning environment to increase achievement. Additionally, the funds will provide for learning loss experienced for students in seventh through eighth grades and ninth through twelfth grade, and developing CTE skills through an extended agriculture education summer program. These district summer learning instructional programs will use a "Tailored Acceleration" approach to support student learning, while also implementing strategies from Positive Behavioral Interventions and Supports to engage students in small group environments to build social/emotional skills and positive relationships with teachers.

Additional ARP-State Reserves- Summer Learning 1% will be planned to contract with the YMCA of the Greater Tri-Valley to provide an extended Summer Learning program beyond the district operated program that will continue to support student social needs, growth, and development through Community Partnerships, implementing Positive Behavioral Interventions and Supports as part of the program, and providing students with experiences such as field trips, presentations, and cultural programs. This extended Summer Learning program offered through the YMCA of the Greater Tri-Valley will further implement interventions to support school connectedness and engage parents in programs supporting economically disadvantaged students, students with disabilities, ELL students, Homeless students, and other students who may otherwise not be afforded cultural experiences.

ARP- State Reserves- Summer Learning 1% planned use of funds will coordinate with Title I funds also used to target students with academic needs and support students with positive, small group learning and enrichment opportunities through a summer learning program. Similarly, the ARP- State Reserves- Summer Learning 1% funds for addressing student academic needs will align and coordinate with the district's CRRSA-ESSER II Discretionary use of funds identified to support resources for meeting needs of ELL learners in the district.

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention

from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Tailored/Individualized Acceleration	101,391	☑ Primary ☑ Elementary ☑ Middle School ☐ High School	☑ All Students ☑ Students with Disabilities ☑ English Learners ☑ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Stockbridge Valley C. S. will use funds to provide instructional staffing for a summer academic and enrichment learning program to address the impacts of learning loss in targeted students through small groups and an acceleration model of instruction.
Curriculum-Aligned Enrichment Activities	19,617	☐ Primary ☐ Elementary ☐ Middle School ☑ High School	☑ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	Planned use of ARP- State Reserves- Summer Learning 1% funds will support an extended curriculum aligned agriculture education CTE program to develop career related skills, provide environmental education experiences, and premier leadership development opportunities for students to extend social development and address impacts of lost instructional time.
Community Schools Model Programming	20,000	☑ Primary ☑ Elementary ☑ Middle School ☐ High School	☑ All Students ☐ Students with Disabilities ☐ English Learners ☐ Students Experiencing Homelessness ☐ Students in Foster Care ☐ Migratory Students ☐ Students Involved with the	Stockbridge Valley C. S. will contract with the YMCA of the Greater Tri-Valley to provide and extended summer learning and enrichment program for elementary and middle school level students that will provide cultural learning experiences and connect and engage parents.

Page Last Modified: 12/17/2021

Planned Intervention(s)	Investment ($)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			Juvenile Justice System ☐ Other Underserved Students ☐ None of the Above	

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

Stockbridge Valley C. S. will monitor and evaluate the effectiveness of the ARP- State Reserves- Summer Learning 1% program by recording daily attendance of students participating in the summer learning program, and will also provide and opportunity for parents to provide feedback about student learning experiences and opportunities on the final day of the academic program where family members will be invited to be engaged with their child at a culminating picnic. Program effectiveness for the extended summer learning in the CTE agriculture education curriculum aligned program will also be evaluated by the number of students participating in the learning opportunities and successes related to skills demonstrated in Career Development Event competitive opportunities held during the summer learning experience. Additionally, the district will further monitor the effectiveness of the YMCA extended summer learning program by the number of students participating in the extended learning experiences, parent feedback about learning opportunities, and program review by YMCA Coordinators.

As the district implements the ARP- State Reserves- Summer Learning 1% program, the district will assess through teachers and principals on a daily basis any changes that may need to be implemented to support students success and achievement. Such changes may include additional district supports to address social/emotional or mental health needs of students during program implementation or additional engagement of family in activities to support student learning.

Page Last Modified: 12/17/2021

1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB
RE: ARP-ESSER Application - State Reserves
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	141008
Anticipated Number of Students Served	80
Anticipated Number of Schools Served	1

5. Please upload a completed and signed copy of the *FS-10 Budget* the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.
The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.

FS10.ARP.1.Summer.Lrng.12.16.21.pdf

6. Please upload a completed copy of the *Budget Narrative* for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

ARP-State.Reserves.1.Summer.Lrng.Narrative.12.16.21.pdf